DOCUMENT RESUME

ED 114 615 CE 005 479

TITLE	Plan for the Improvement of Vocational Education.
INSTITUTION	Area 5 Vocational Planning Committee, Pleasant Hill, Calif.
PUB DATE	Apr 73
NOTE	77p.; For related documents, see CE 005 478 and CE 005 480-481; Appendix B removed as it will not reproduce in microfiche
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	Educational Opportunities; *Educational Planning; *Educational Problems; Educational Programs; Educational Quality; *Vocational Education
IDENTIFIERS	California (Alameda County); *California (Area V); California (Contra Costa County)

ABSTRACT

Ten problem areas identified by the State Legislature of California in regard to vocational education are reviewed in terms of Alameda and Contra Costa Counties, California. The problem areas are discussed in terms of present status and required direction and specific activities needed to achieve objectives. They include: (1) assessment of opportunities for vocational education, including financing vocational opportunities, funding procedures, organization of labor market information, and vocational discrimination practices; (2) quality standards, including vocational competency, occupational analyses for teaching, vocational instructional packages, certificates, instructional costs, and financial incentives for quality; (3) followup, including comprehensive monitoring system; (4) prevocational education, including curriculum; (5) vocational guidance, including vocational competency--self guidance and vocational counselors; (6) dual attendance, including college credits for college work; (7) advanced placement, including vocational competency evaluation; (8) remedial programs, including evaluation; (9) work experience, including promotion, work experience credits and education placements, and training of teacher-coordinators; and (10) informing the publics, including coordination of public information activities. The Area Five Planning Committee members and evaluation and participation form to be filled out in response to the document are appended. (LH)

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ED1146115

AREA V

ALAMEDA
CONTRA COSTA
COUNTIES

PLAN

FOR THE IMPROVEMENT OF VOCATIONAL EDUCATION

Area V Vocational Planning Committee

April 1973

CEOC5478

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B. State of California Education Code, Article 10.4

C. Acknowledgement

D. Evaluation and Participation Form

INTRODUCTION

The Vocational Planning Committees were established because of perceived
an objective and independent analysis of certain specific problem areas in vocati

The present document is part of a series which has provided an analysis of
trying to provide needed vocational education programs and services in Alameda

Although several specific problem areas have been recognized by the Legisl
sidered in this document, many of these problems are symptomatic of more seri
lie much of vocational education but which in large part are beyond local district

This report recognizes three needs which permeate most of these problem a
tion and which must be resolved: (1) the need for valid, current information and
tem of certification of levels of competency acquired by those trained in vocation
tem of financing vocational education which links level of funding to quality of pr
needs will provide the key to improvement in the other areas of concern.

The Committee, which recognizes the significance of these three needs, has
cern requested by the State Legislature and has provided recommendations.

INTRODUCTION

ional Planning Committees were established because of perceived need by legislators for
d independent analysis of certain specific problem areas in vocational education.

nt document is part of a series which has provided an analysis of difficulties encountered in
de needed vocational education programs and services in Alameda and Contra Costa Counties.

everal specific problem areas have been recognized by the Legislature, and they are con-
document, many of these problems are symptomatic of more serious conditions which under-
cational education but which in large part are beyond local district control.

rt recognizes three needs which permeate most of these problem areas in vocational educa-
must be resolved: (1) the need for valid, current information and data, (2) the need for a sys-
ation of levels of competency acquired by those trained in vocational programs, and (3) a sys-
g vocational education which links level of funding to quality of program. Resolution of these
vide the key to improvement in the other areas of concern.

nittee, which recognizes the significance of these three needs, has reviewed each area of con-
by the State Legislature and has provided recommendations.

A. Assessment of Opportunities for Vocational Education

Education Code 6268.4 (a). Assess whether a proper assortment, as measured by skill demands determined from local and area employment surveys, of programs in the educational curriculum is offered in the area, while avoiding unnecessary duplication of programs."

Goal:

All residents and w
convenient access
to an occupation of

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
1. Financing vocational opportunities.	1.	1.
The autonomy of schools and colleges has made it possible to be sensitive to the particular needs of students and has resulted in the establishment of some of the more common training programs. Unfortunately, because of the broad range of interests and abilities of students, only a few schools or colleges can offer more than a minimal selection of vocational education.	Each county superintendent of schools (Alameda, Contra Costa) should establish countywide ROP's which contract with schools and colleges, employers, and private organizations. Each county ROP is required to have a management advisory board with carefully constructed management controls. The county management advisory board should have representation from various community and vocational interest groups.	The co schools may au lines f gional engage ducers educati enable ployer vate o of a co cupatio
In general, when students want a vocational program or if they want to enroll in vocational courses, they take what is available. With the present limited number of choices, the probability of student satisfaction is low. To a high degree, local school financial limi-	These agencies should specify and publish their procedures, policies, and rules for membership on allocation boards.	The A primar superi a joint and loc person the fol ings a

ortunities for Vocational Education	Goal:
3.4 (a). Assess whether a proper assort- by skill demands determined from local t surveys, of programs in the educational d in the area, while avoiding unnecessary ams."	All residents and workers in Area V will have convenient access to a training program lead- to an occupation of his or her choice.

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
l opportunities.	1.	1.
hools and col- ossible to be icular needs resulted in the me of the more ograms. Un- e of the broad nd abilities of schools or col- e than a minimal nal education.	Each county superintendent of schools (Alameda, Contra Costa) should establish countywide ROP's which contract with schools and colleges, employers, and private organizations. Each county ROP is required to have a management advisory board with carefully con- structed management controls. The county management advisory board should have representation from various community and vo- cational interest groups.	The county superintendent of schools (Alameda, Contra Costa) may authorize and provide guide- lines for a county-operated re- gional occupational program which engages the participation of all pro- ducers and recipients of vocational education in Area V. This would enable every school, college, em- ployer training program, and pri- vate organization to become part of a county-operated regional oc- cupational program.
adents want a or if they want al courses, ailable. With number of ility of student To a high de- financial limi-	These agencies should specify and publish their procedures, policies, and rules for membership on allo- cation boards.	The Area V Committee, with the primary assistance of each county superintendent of schools, assembles a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) find- ings and recommendations for (a)

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFI ACHIE
1. (cont.)		1. (cont.)
tations prevent any degree of real choice in vocational education. Through county-operated regional occupational programs, substantial State school apportionment funds are available for financing a greater variety and amount of vocational education in Area V. This county-operated approach to financing vocational education is already practiced in San Diego and Santa Cruz Counties. Senate Bill 90 of the 1972 Legislature makes it possible for Area V, like other areas, to serve all occupations equitably. First, SB 90 lumped local override tax revenues for ROP/ROC into the general public school budget. Second, SB 90 provides $950 basic ADA (less deductions). County-operated ROP's and ROC's are also eligible for $950 ADA, but there		a county-o pational pr with produ cation and trol board mary com ests; and local voca tion in the

S	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
		1. (cont.)
gree of real ucation.		a county-operated regional occupational program, which contracts with producers of vocational education and (b) a management control board representative of primary community vocational interests; and (2) assistance to assure local vocational agency participation in the county regional program.
ed regional oc- substantial ment funds are a greater va- cational edu-		
approach to ucation is al- Diego and		
972 Legisla- for Area V, rve all oc-		
ocal override /ROC into the budget.		
s $950 basic		
s and ROC's are ADA, but there		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFI ACHIE
1. (cont.)		
are no deductions. County ROP's and ROC's may contract with vocational agencies. Third, the net gain for school districts and ROP's and ROC's will vary from district to district.		
2. Funding Procedures. Procedures governing allocations of State and Federal Manpower Boards and resources are unclear or unknown to community groups. For example, these programs include: 1. MAPC funded programs 2. Health Manpower 3. Law enforcement Although this provides independence of action, it results in a lack of coordination and encourages a duplication of effort and waste of resources.	2. The procedures and policies for funding of training programs should be readily available to training agencies.	2. The Are Committ assistan of Huma assembl accumul the polic funding prepare which pr
3. Organization of labor market information. It is generally thought that vocational programs are initiated or continued on the basis of student interest, faculty interest, program costs, job	3. Coordination of effort is needed among the agencies representing major sources, processors and users of labor market information.	3. The Are primary Departm Develop

...US	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
...ounty ROP's ...act with vo-		
...r school dis- ...ROC's will ...district.		
	2.	2.
...allocations of ...power Boards ...clear or un- ...roups. For ex- ...s include: ...rams	The procedures and policies for funding of training programs should be readily available to training agencies.	The Area V Vocational Planning Committee, with the primary assistance of the State Department of Human Resources Development, assembles a task force to (1) accumulate from funding agencies the policies and procedures for funding training programs; (2) prepare and distribute a brochure which provides this information.
...independence ...a lack of co- ...ages a duplication ...resources.		
...market infor-	3.	3.
...that vocational ...d or continued ...interest, fac- ...n costs, job	Coordination of effort is needed among the agencies representing major sources, processors and users of labor market information.	The Area V Committee, with the primary assistance of the State Department of Human Resources Development, assembles a joint

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
3. (cont.)	3. (cont.)	3. (co
market needs, and licensure regulations. However, the present lack of coordinated effort and appropriate funding procedures result in duplication of function, a limited number of offerings, a lack of vertical relatedness and limited evidence of labor market needs.	Initiation of a comprehensive labor market information system is needed for the Bay Area.	task f local sonne follow multi-
	State and national policies should reflect the desirability of a comprehensive labor information market system.	(a) co inform prehe and p to the
	Initiation of a comprehensive educational inventory and projection system for the Bay Area is needed.	Requi Labor for a Marg Laner stitut Unive Nover
The development of labor market and occupational information has been the responsibility of the Department of Human Resources Development. But, unfortunately, these types of services have not been budgeted, with few exceptions.		
It has been assumed that, because the Department of Human Resources Development is a State agency, its priorities and guidelines are those established by the Legislature.		The p lature
Actually, the Department of Human Resources Development is financed almost entirely by federal funds, and federal priorities must be followed to acquire this funding. Thus the		(This spons Guida

TATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	3. (cont.)	3. (cont.)
d licensure reg- r, the present d effort and ap- procedures re- of function, a offerings, a latedness and f labor market	Initiation of a comprehensive labor market information system is needed for the Bay Area. State and national policies should reflect the desirability of a comprehensive labor information market system. Initiation of a comprehensive educational inventory and projection system for the Bay Area is needed.	task force consisting of State and local education agencies and personnel training directors, with the following objectives: drafting of a multi-county plan which integrates: (a) comprehensive labor market information system and (b) comprehensive educational inventory and projection system, pursuant to the design recommendations of Requirements and Design of a Labor Market Information System for a Large Metropolitan Area, by Margaret Thal-Larsen, Stephen Laner, and Donald Mayall (Institute of Industrial Relations, University of California, Berkeley, November 1972.) The plan is submitted to the Legislature for funding. (This function falls within the responsibilities of the California Guidance Center (AB 814)).
of labor market nformation has bility of the man Resources t, unfortunately, vices have not th few exceptions.		
ed that, because Human Resources State agency, its delines are those Legislature.		
rtment of Human pment is financed federal funds, ties must be follow- funding. Thus the		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE A

3. (cont.)

priorities are those of the funding agency rather than the Legislature, generally.

Because the Department of Human Resources Development has not budgeted that occupational information service needed by the schools, the educational agencies have by necessity expended their own funds for the same purpose. But the Department does have a high budget priority for job placement and counseling services.

The Department has also found it necessary to budget large sums for supplementing school and college training programs, which sorely need occupational information services. Thus the Department is a rival, rather than a service resource, to the educational system, as originally intended. Schools and colleges continue to finance occupational and labor market information services without the resource base of the Department.

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e of the funding the Legisla-		
tment of Human pment has not pational infor- eded by the tional agencies expended their ame purpose. t does have a y for job place- ng services.		
s also found it et large sums school and col- rams, which ational informa- us the Depart- ather than a to the education- ginally intended. es continue to al and labor n services with- ase of the De-		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC AC
4. Vocational discrimination practices.	4.	4.
Despite numerous civil rights statutes and Constitutional protections, systematic exclusion practices often prevent minorities, women, and the handicapped from whole categories of occupations due to arbitrary licensure, experience, and academic degree requirements. No areawide survey exists in Area V to detail the magnitude of the numbers of persons involved, yet such a survey would provide goal targets for overcoming specific discrimination handicaps suffered by women, those with physical abnormalities, and the respective minority groups in Area V.	An accounting should be made of the composition of minorities and women in training programs, and specifically the number in high cost and low cost programs. A manpower sampling survey (audit) is needed to determine the specific occupational needs of women, the physically abnormal, and minority communities. Such a survey would provide concrete goals for occupational training programs to be established for these groups.	The A prima Depar Develo task fo local e munity sonnel the fol lish br and pr sults; recom needed grams and (3) school bodies groups tional groups

ATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
nination	4.	4.
civil rights itutional pro- ic exclusion event minor- the handi- categories to arbitrary nce, and aca- irements. No xists in Area gnitude of the s involved, would provide ercoming ation handi- omen, those rmalities, and ority groups	An accounting should be made of the composition of minorities and women in training programs, and specifically the number in high cost and low cost programs. A manpower sampling survey (audit) is needed to determine the specific occupational needs of women, the physically abnormal, and minority communities. Such a survey would provide concrete goals for occupational training programs to be established for these groups.	The Area V Committee, with the primary assistance of the State Department of Human Resources Development, assembles a joint task force consisting of State and local education agencies, community action groups, and personnel training directors, with the following objectives: (1) publish brochure(s) describing plans and procedures of survey and results; (2) describe findings and recommendations for providing needed occupational training programs among the target groups; and (3) provide assistance to schools and colleges, licensure bodies, employers and community groups in fulfilling the occupational training needs of the target groups.

B. Quality Standards

Education Code 6268.4 (b). "Review quality standards of vocational instruction in the area."

Goal:

Each training agen of instruction in vo and services.

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
1. Vocational competency. Accreditation and professional associations set standards for schools, home-study, and on-the-job instructional programs, but ultimately the setting of standards and evaluation of a program in terms of standards are primarily a local instructional responsibility. Contemporary Area V standards are so general as to be without meaning to teachers, counselors, employers, and students.	1. The purpose of vocational programs is to prepare students for jobs (and for upgrading in jobs). Vocational educators, from high school through graduate schools, must set standards which provide reasonable assurance that the students will be effective in the occupations for which prepared. The curriculum services and instruction must be designed so that all students can move efficiently toward acquisition of competencies relative to desired, demand occupations.	1. An age Guidan Educati San Fr dinate riculum achieve tificati compet In coop Commi force d suppor a Bay brochu lated.
2. Occupational analyses for teaching. Most training programs today are designed and evaluated in terms of regulations that specify hours of instruction required, use of properly credentialed teachers,	2. Current detailed occupational analyses must be available on a basis for the development of instructional objectives for each vocationally-related curriculum.	2. The Ar Commi assista of Hum assemb

Goal:

3. 4 (b). "Review quality standards
ction in the area."

Each training agency will maximize the quality of instruction in vocationally-oriented programs and services.

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
ncy.	1.	1.
rofessional ndards for y, and on- l programs, tting of ation of a f standards l instruc- . Contem- dards are so hout meaning lors, em- ts.	The purpose of vocational programs is to prepare students for jobs (and for upgrading in jobs). Vocational educators, from high school through graduate schools, must set standards which provide reasonable assurance that the students will be effective in the occupations for which prepared. The curriculum services and instruction must be designed so that all students can move efficiently toward acquisition of competencies relative to desired, demand occupations.	An agency, such as a California Guidance Center, (Section 37000ff, Education Code) is needed in the San Francisco Bay Area to coordinate the effort in developing curriculum units, evaluating vocational achievement, and establishing certification procedures for occupational competencies. In cooperation with the Area V Committee, a multi-county task force develops plans and local support for the establishment of a Bay Area Guidance Center. A brochure is published and circulated.
es for teaching.	2.	2.
ams today are ted in terms of cify hours of , use of prop- achers,	Current detailed occupational analyses must be available on a basis for the development of instructional objectives for each vocationally-related curriculum.	The Area V Vocational Planning Committee, with the primary assistance of the State Department of Human Resources Development, assembles a joint task force,

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECI ACH
2. (cont.)		2. (cont
square footage of instructional space, etc., and not in terms of the attainment of designated skills or knowledge levels of the students.		consisti cation a training tive of occupat agencie ornia G vide thi in the S
3. Vocational instructional packages.	3.	3.
Instructional objectives are largely used as general curriculum planning aides and sometimes as evaluation measures but only occasionally as (1) written goals and objectives for classroom and on-the-job instruction correlated to a detailed occupational analysis, or as (2) an orientation brief for an occupation, or as (3) a communication device among teachers of related instruction, or as (4) a medium for articulation between educators and employers and trainees.	Administrators, teachers and students of each vocational program should have access to (1) a resource file regarding required textbooks, equipment, and instructional materials needed for Vocational Learning Activity Packages and the location of said resources throughout the Area V, (2) an evaluation checklist, including advisory committee rating panel, for measuring achievement for specific modules of the Learning Activity Packages, and (3) the standards of achievement of each phase of the program.	The Ar Commit sistanc of Educ of repr local ed for the effort t dissemi cationa typical and unit objectiv equipm so forth and pre is devel
Vocational instructional modules (Vocational Learning Activity		

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
		2. (cont.)
structional in terms designated levels of		consisting of State and local education agencies, and personnel training directors with the objective of making available detailed occupational analyses to training agencies as needed. (The California Guidance Center will provide this service when implemented in the San Francisco Bay Area.)
onal packages.	3.	3.
ves are largely riculum planning as evaluation ccasionally as objectives for e-job instruc- detailed occupa- s (2) an orien- ccupation, or as device among instruction, or articulation be- employers and	Administrators, teachers and students of each vocational program should have access to (1) a resource file regarding required textbooks, equipment, and instructional materials needed for Vocational Learning Activity Packages and the location of said resources throughout the Area V, (2) an evaluation checklist, including advisory committee rating panel, for measuring achievement for specific modules of the Learning Activity Packages, and (3) the standards of achievement of each phase of the program.	The Area V Vocational Planning Committee, with the primary assistance of the State Department of Education, forms a task force of representatives of State and local educational training agencies for the purpose of coordinating effort to establish, maintain and disseminate a resource file. Vocational Learning Activity Packages, typical course outlines, program and unit guidelines, instructional objectives, facility descriptions, equipment lists, textbooks, and so forth. An Area V in-service and pre-service staff training plan is developed utilizing teacher
onal modules g Activity		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC AC
3. (cont.)		3. (co
Packages), based upon detailed occupational analyses, are seldom used in program planning by Area V teachers.		trainir (The C when San Fr an app this s
4. Vocational certificates.	4.	4.
Although trainees may be granted diplomas, degrees or certificates bearing technical titles, these credentials seldom contain standardized specifications of occupational competencies. Consequently, these credentials have almost no utility to either employers or trainees. Notwithstanding Title VII of the U.S. Civil Rights Act of 1964, Area V employers still favor training certificates containing the highest possible prestige content, that is, training preceded by high-level academic degrees.	A uniform system is needed for certifying the competencies of students. Each school, college, and formal on-the-job training program should offer the trainee a certificate of competency (based upon training methods and procedures adopted under the fair employment practices codes) to express the specific vocational skills and knowledges attained. Ideally, certification should entitle the bearer to receive placement services from any agency issuing comparable certificates within Area V. Those state boards and commissions issuing occupational licenses and journeymanship certificates should specify pro-	The A Comm sistan of the leges, force educa traini ing ob wide mitte tions; establ ing co or mo instru and w recom Guida (Educ gardi

ATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
		3. (cont.)
upon detailed ses, are sel- am planning s.		training and employer facilities. (The California Guidance Center, when established in the San Francisco Bay Area, will be an appropriate agency to provide this service.)
cates.	4.	4.
may be granted or certificates titles, these n contain stand- ions of occupa- es. Consequent- als have almost employers or standing Title vil Rights Act of loyers still favor es containing the restige content, receded by high- grees.	A uniform system is needed for certifying the competencies of students. Each school, college, and formal on-the-job training program should offer the trainee a certificate of competency (based upon training methods and procedures adopted under the fair employment practices codes) to express the specific vocational skills and knowledges attained. Ideally, certification should entitle the bearer to receive placement services from any agency issuing comparable certificates within Area V. Those state boards and commissions issuing occupational licenses and journeymanship certificates should specify pro-	The Area V Vocational Planning Committee, with the primary assistance of the Chancellor's Office of the California Community Colleges, establishes a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) creation of area-wide vocational competency committees for major demand occupations; (2) recommendations for establishing procedures for certifying competencies, based upon one or more of the following: classroom instruction, home-study instruction, and work station experience, (3) recommendations for the Career Guidance Center Advisory Committee (Education Code Section 37022) regarding procedures for crediting

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
	4. (cont.)	4. (co
	cedures whereby vocational certificates of occupational competency (described above) are given full credit toward a state license or certificate.	vocati licens dentia of lia to sta prent
	Each licensure or vocational certificate program should specify the skills and knowledges and other characteristics attested to by that agency's issuance of a certificate and the validation criteria for tests required thereto.	
	Contractual vocational education should take place where such certificate system is established in order to assure that public education is maintaining a comprehensive vocational program.	
5. Vocational instructional costs.	5.	5.
The determination of the cost of most occupational programs in relationship to the level of skills obtained by trainees is difficult to determine since programs are not generally evaluated in terms	Each school, college and employer training program should adopt a standardized cost accounting system to determine the comparative value of vocational education programs.	The A Comm sistan of Ed task f local

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	4. (cont.)	4. (cont.)
	cedures whereby vocational certificates of occupational competency (described above) are given full credit toward a state license or certificate. Each licensure or vocational certificate program should specify the skills and knowledges and other characteristics attested to by that agency's issuance of a certificate and the validation criteria for tests required thereto. Contractual vocational education should take place where such certificate system is established in order to assure that public education is maintaining a comprehensive vocational program.	vocational certificates toward state licenses and journeymanship credentials, and (4) maintaining a list of liaison personnel with respect to state licensure boards and apprenticeship bodies.
onal costs.	5.	5.
f the cost of rograms in evel of skills is difficult programs are ted in terms	Each school, college and employer training program should adopt a standardized cost accounting system to determine the comparative value of vocational education programs.	The Area V Vocational Planning Committee, with the primary assistance of the State Department of Education, establishes a joint task force consisting of State and local education agencies and

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
5. (cont.)		5. (c
of skills attained. No standardized cost accounting system is in general use throughout Area V to determine the comparative value of vocational education programs.		perso the fo start- equip and i gram
6. Financial incentives for quality. Generally, very little status accrues to vocational instruction operating at a high efficiency level, and the greatest status is given to highly inefficient vocational instruction requiring academic degrees as a prerequisite for enrollments. Too often there is no direct correlation between the quality of a training program and its future funding.	6. A financial incentive should be provided to vocational programs whose students achieve high levels of occupational competency.	6. The A Comm sistan Chanc munit a join State and p with t estim of fin dation the fi menda statut

ATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
		5. (cont.) personnel training directors with the following objective: determine start-up costs, instructional costs, equipment costs, materials costs, and indirect services costs of programs in Area V.
ost accounting al use through- rmine the com- ocational edu-		
for quality.	6.	6.
tle status nal instruc- high effi- he greatest ighly inef- nstruction degrees as enrollments.	A financial incentive should be provided to vocational programs whose students achieve high levels of occupational competency.	The Area V Vocational Planning Committee, with the primary assistance of the Office of the Chancellor of the California Community Colleges, should establish a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) estimate of the appropriate amount of financial incentive; (2) recommendations for procedures for executing the financial incentive; (3) recommendations for changes in appropriate statutes.
no direct n the quality am and its		

C. Follow-Up

Education Code 6268.4 (c). "Assure that information derived from follow-up studies is shared among educational institutions offering vocational education."

Goal:

Follow-up studie
education planni
and Federal age
standardized, a
mation as to the
grams, units an

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SP A
1. Comprehensive monitoring system.	1.	1.
Public schools and most training agencies conduct those follow-up studies required for reporting purposes. In general, few additional studies are made.	Follow-up systems must be designed which provide the necessary reliability of data, are adaptable and acceptable to the school, college and training programs in Area V, and which are reasonable in cost. The systems should provide information on the effectiveness of instruction, the employability status of former students, and the appropriateness of services and procedures.	The Com sist of E task sent educ dire grou taki prac ager spec ado in A chu proc syst tati ing
Evidence presented to the Area V Committee indicates that many of these studies provide unreliable results and that the procedures vary considerably from training agency to training agency.		
The follow-up studies which are undertaken are oriented almost entirely to the status of the person after leaving the training institution.		

68.4 (c). "Assure that information
w-up studies is shared among educa-
offering vocational education."

Goal:

Follow-up studies conducted for vocational education planning and as required by State and Federal agencies should be reliable, standardized, and should provide valid information as to the effectiveness of training programs, units and services.

ATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
nitoring system.	1.	1.
most training hose follow-up or reporting pur- , few additional	Follow-up systems must be designed which provide the necessary reliability of data, are adaptable and acceptable to the school, college and training programs in Area V, and which are reasonable in cost. The systems should provide information on the effectiveness of instruction, the employability status of former students, and the appropriateness of services and procedures.	The Area V Vocational Planning Committee, with the primary assistance of the State Department of Education, assembles a joint task force consisting of representatives from State and local educational agencies, training directors, and other involved groups, for the purpose of (1) taking inventory of follow-up practices available in training agencies and recommending a specific follow-up system for adoption by educational agencies in Area V; (2) developing a brochure describing the system and procedures for implementing the system; and (3) offering consultation to schools, colleges, training agencies, employers, and pub-
d to the Area V es that many of ide unreliable e procedures from training agency.		
lies which are ented almost tus of the per- he training		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
1. (cont.)		1. (co
There is little inclination by training agencies to follow up students in regard to the student selection process, the effectiveness of the testing program, or the remedial services.		lic en coura the re
Although numerous systems have been developed which could provide the necessary information, there has been little success in Area V in agreeing on use of a common system.		

ATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
		1. (cont.)
lination by to follow up to the stu- cess, the e testing emedial		lic employment agencies to encourage widespread adoption of the recommended system.
systems have ich could pro- information, le success in on use of a		

D. Prevocational Education

Education Code 6268.4 (d). "Encourage and assist local school districts to offer effective prevocational programs."

(For our purposes, prevocational education is defined as a formalized effort to prepare students for successful entry and progress in a vocational education program, which in turn will prepare them for employment.)

Goals:

Students should un
strate how basic
in several occupa

Each student shou
abilities, interest
applicability to th

Each student shou
grade - for entry
program. Explor
able to all student

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
'. Curriculum.	1.	1.
Because of the inadequacy or lack of prevocational programs at various educational levels, choice of and entry into educational programs and vocations are haphazard occurrences.	Educational personnel must orient curriculum and instruction toward the realization that each student will become a productive member of society and must prepare for eventual employment.	The A Comm sistan tenden joint t of Stat trainin of dete of pre quire terials velopm cation
Although some schools have had noteworthy success in helping students to acquire and try out knowledges and skills which are oriented to vocational education programs, most people have an extremely limited knowledge of		

ation	Goals:
3. 4 (d). "Encourage and assist local offer effective prevocational programs."	Students should understand and be able to demonstrate how basic academic education is applied in several occupations.
prevocational education is defined rt to prepare students for success- ss in a vocational education program, repare them for employment.)	Each student should become aware of his own abilities, interests and aptitudes - and their applicability to the world of work.
	Each student should be prepared - by the tenth grade - for entry into and success in a vocational program. Exploratory courses should be available to all student including adults.

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	1.	1.
equacy or l programs al levels, into educa- vocations rrences.	Educational personnel must orient curriculum and instruction toward the realization that each student will become a productive member of society and must prepare for eventual employment.	The Area V Vocational Planning Committee with the primary assistance of the County Superintendents of Schools, assemble a joint task force of representatives of State and local educational and training agencies for the purpose of determining the present status of prevocational education, to acquire models of curriculum materials, and to stimulate the development of prevocational education in all schools in the area.
ols have had in helping and try out ls which are al education ple have an nowledge of		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
1. (cont.)		1. (co
vocational education, of the world of work, or of their own aptitudes, abilities, and interests.		At su ance San F supple

ATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
on, of the of their own s, and in-		1. (cont.) At such time as a California Guidance Center is established in the San Francisco Bay Area, it will supplement this activity.

E. Vocational Guidance

Education Code 6268.4 (e). "Insure that guidance and counseling information relative to vocational education and occupational experience is made available to all junior high school, high school, and community college students in the area, and insure that a substantial part of such guidance and counseling is provided by busines and industry personnel."

Goals:

Every individual
County area shou
counseling.

Every individual
County area shall
materials which
and reasonably c
pations and their
San Francisco Ba

Every individual
counseling mater
abilities, and apt
petencies in orde
ucation choices.

Training progra
will be convenien
persons in Area

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
1. Vocational competency--self-guidance.	1.	1.
Although there are notable exceptions, it is typical that the students have little understanding of their strengths in relation to specific occupational requirements and the specific training	Each student should be issued a vocational self-assessment package which includes: an occupational interest inventory, prospective choices for work experience education, short-form	The A Comm sista Chan munit joint

te

8.4 (e). "Insure that guidance and counrelative to vocational education and occu- is made available to all junior high , and community college students in the at a substantial part of such guidance and ded by busines and industry personnel."

Goals:

Every individual in the Alameda-Contra Costa County area should have access to vocational counseling.

Every individual in the Alameda-Contra Costa County area shall have available for review, materials which will provide factual, current, and reasonably complete information on occupations and their labor conditions in the San Francisco Bay Area.

Every individual should have access to self-counseling materials which assess interests, abilities, and aptitudes and occupational competencies in order to facilitate vocational education choices.

Training programs for vocational counselors will be conveniently available to all interested persons in Area V.

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
ncy--self-	1.	1.
notable ex- cal that the understand- hs in relation ional require- ific training	Each student should be issued a vocational self-assessment package which includes: an occupational interest inventory, prospective choices for work experience education, short-form	The Area V Vocational Planning Committee, with the primary assistance of the Office of the Chancellor of the California Community Colleges, establishes a joint task force consisting of State

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
1. (cont.)	1. (cont.)	1. (con
needed to attain vocational competency. (Especially in those occupations which are licensed or covered by journeymanship certificates.) Similarly, many employers lack assurance that the students have completed such a self-assessment. Consequently, many persons have invested large sums in their occupational education, without the benefit of such self-assessment.	evaluation for occupational competencies in field of their interest, wage and salary information, availability of student education loans, and recommendations for becoming competent in the desired occupation.	and loc person the foll duct a vocatio tices; cribing survey finding a stand for a s (4) pro such a widesp sponsi a Cali establ Bay A
2. Vocational counselors.	2.	2.
Although vocational counseling is professed to be available in most schools and colleges, public employment offices, and employer personnel offices,	Training institutions must provide a realistic program for preparation of counselors who are qualified in vocational counseling. Education, employment	The A mittee of the Califo assem

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	1. (cont.)	1. (cont.)
tional com- y in those e licensed ymanship arly, many rance that mpleted ent. Con- sons have in their on, without elf-	evaluation for occupational competencies in field of their interest, wage and salary information, availability of student education loans, and recommendations for becoming competent in the desired occupation.	and local education agencies and personnel training directors with the following objectives: (1) conduct a sampling survey (audit) of vocational self-assessment practices; (2) publish brochure(s) describing plans and procedures of survey and results; (3) present findings and recommendations for a standard format and checklist for a self-assessment package; (4) provide assistance to users of such a package and encourage its widespread adoption. This responsibility will be supported by a California Guidance Center when established in the San Francisco Bay Area.
rs.	2.	2.
counseling vailable in olleges, pub- es, and offices,	Training institutions must provide a realistic program for preparation of counselors who are qualified in vocational counseling. Education, employment	The Area V Vocational Planning Committee, with the primary assistance of the Office of the Chancellor of the California Community Colleges, assembles a joint task force consist-

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
2. (cont.)	2. (cont.)	2. (co
the number of persons actually receiving vocational counseling is extremely limited. Unfortunately, much of the counselors' time is spent in clerical tasks. There is little evidence that special funds will be made available to provide for more vocational counseling. Most counselor training programs offered in California provide little opportunity to gain competency in vocational counseling.	and personnel agencies should provide access to qualified vocational counseling.	ing of agenc direct jectiv surve seling eralis couns descri of sur findin gener couns traini users adopti

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	2. (cont.)	2. (cont.)
ons actually l counseling d. Unfortu- counselors' rical tasks. ence that e made avail- more voca-	and personnel agencies should provide access to qualified vocational counseling.	ing of State and local education agencies and personnel training directors with the following objectives: (1) conduct a sampling survey (audit) of vocational counseling functions respecting generalist and specialized vocational counselors; (2) publish brochure(s) describing plans and procedures of survey and results; (3) present findings and recommendations for generalist and specialist vocational counselor activities and competency training; (4) provide assistance to users of such proposals such that adoption is widespread.
ining programs a provide gain competency eling.		

F. Dual Attendance

Education Code 6268.4 (f). "Assist in arranging, wherever appropriate, for high school juniors and seniors to take courses in community college vocational programs."

Goal:

High school studen
college credit cou
competency requir

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC AC
1. College credits for college work. The opportunity for a high school student to attend a community college was authorized by the Legislature, but the extent of participation by vocational students has, until recently, been negligible. However, from both the local and State levels, high schools and community colleges are being encouraged to participate more fully. The lag in participation is not due to lack of motivation, but rather because of scheduling and transportation barriers between separate and sometimes distant school and college campuses. Contractual education, whereby high schools contract for on-site community college instruction is not being widely used.	1. High school students should be admitted to courses and programs for which they are competent without regard to typical college admissions requirements. Course schedules and attendance requirements should be sufficiently flexible to make it practical for students to undertake dual enrollment courses. With the advent of county-operated regional occupational programs, it is possible to contract with the complete range of post-secondary colleges, public and private, for both on-site and off-site instruction. This action will diversify and upgrade vocational competency programs immeasurably.	1. The A prima of the Comm a joint State a and pe with th sampli credit school (colleg publish cedure sults; ommen format ing col school (colleg campu to sch and pu such t is wid

Goal:

.4 (f). "Assist in arranging, wherever school juniors and seniors to take y college vocational programs."	High school students should be able to enroll in college credit courses subject to vocational competency requirements.

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
ollege work.	1.	1.
high school ommunity col- by the Legis- t of participa- dents has, negligible. the local and hools and com- being encour- nore fully.	High school students should be admitted to courses and programs for which they are competent without regard to typical college admissions requirements.	The Area V Committee, with the primary assistance of the Office of the Chancellor of the California Community Colleges, establishes a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) sampling survey (audit) of college credit course activities on high school campuses and contract (college) education practices; (2) publish brochure(s) describing procedures of survey, plans, and results; (3) present findings and recommendations for a standardized format and checklist for establishing college credit courses on high school campuses and contract (college) education on high school campuses; (4) provide assistance to schools, colleges, employers, and public employment agencies such that adoption of the proposals is widespread.
ion is not due , but rather g and trans- etween sep- distant school s. Contrac- eby high on-site com- uction is not.	Course schedules and attendance requirements should be sufficiently flexible to make it practical for students to undertake dual enrollment courses. With the advent of county-operated regional occupational programs, it is possible to contract with the complete range of post-secondary colleges, public and private, for both on-site and off-site instruction. This action will diversify and upgrade vocational competency programs immeasurably.	

G. Advanced Placement

Education Code 6268.4 (g). "Assure that workable arrangements are established to grant advanced placement to vocational programs to outstanding high school graduates."

Goals:

individuals who ha
knowledges should
competencies with
missions practice

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACI
1. Vocational competency evaluation. Traditionally, educators have had a free hand in establishing educational requirements for entry into vocational programs. Generally, schools, colleges, apprenticeship programs and other training programs do not provide due credit for prior training or existing skills. The primary problem is the absence of an acceptable standardized system of certifying and evaluating existing skills and knowledge.	1. An areawide system of certification and evaluation of vocational competencies should be established. Areawide adoption of the system as the basis for advanced placement should take place in all vocational programs.	1. The A mittee of the Califo tablish ting of agenci rector (1) sam tional lish br ures o (3) pre tions f checkl compe cate p areawi mittee school such th is wide

	Goals:
4 (g). "Assure that workable arrange- to grant advanced placement to voca- tstanding high school graduates."	Individuals who have vocational skills or knowledges should be evaluated for vocational competencies without regard to classroom admissions practices of schools and colleges.

JS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
y evaluation.	1.	1.
ors have had hing educa- or entry into Generally, prenticeship raining pro- due credit existing skills. is the absence lardized system uating existing	An areawide system of certification and evaluation of vocational competencies should be established. Areawide adoption of the system as the basis for advanced placement should take place in all vocational programs.	The Area V Vocational Planning Committee, with the primary assistance of the Office of the Chancellor of the California Community Colleges, establishes a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) sampling survey (audit) of vocational evaluation practices; (2) publish brochure(s) describing procedures of survey, plans, and results; (3) present findings and recommendations for a standardized format and checklist for evaluation of vocational competencies for vocational certificate programs in connection with areawide vocational competency committees; (4) provide assistance to schools, colleges, and employers such that adoption of the proposals is widespread.

H. Remedial Programs

Education Code 6268.4 (h). "Assure that remedial programs are available, in high schools, in adult schools, in community colleges, to allow young people who desire to enter technical programs (or who desire to enter apprenticeship), but who lack the academic qualifications, to have the opportunity to acquire those qualifications."

Goals:

Remedial progra
able so that each
competencies for
vocational-occup

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
1. Evaluation. A large number of people are unable to enter and succeed in vocational training programs because of the academic deficiencies. Many persons are excluded from vocational programs due to academic barriers which have little or no relevancy to success in vocational programs.	1. A comprehensive systematic evaluation should be made available to each student when needed. A systematic identification of academic deficiencies must be made for each student desiring vocational training. Easy access to remedial education should be provided.	1. The A Comm sistan of Ed task f local ing di jectiv of edu used i specif syste relati in a t applic tory o struct media

ams	Goals:
6268.4 (h). "Assure that remedial pro- able, in high schools, in adult schools, lleges, to allow young people who de- hnical programs (or who desire to enter but who lack the academic qualifications, rtunity to acquire those qualifications."	Remedial programs should be widely available so that each person can develop needed competencies for entry into and success in a vocational-occupational training program.

TATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	1.	1.
of people are nd succeed in ng programs ademic defi- persons are cational pro- demic barriers or no relevancy ational pro-	A comprehensive systematic evaluation should be made available to each student when needed. A systematic identification of academic deficiencies must be made for each student desiring vocational training. Easy access to remedial education should be provided.	The Area V Vocational Planning Committee, with the primary assistance of the State Department of Education, assembles a joint task force consisting of State and local agencies, and personnel training directors with the following objectives: (1) acquiring an inventory of educational diagnostic procedures used in Area V, (2) recommending specific evaluation and diagnostic systems which are effective and relatively inexpensive, and which, in a technical sense, are readily applicable, (3) acquire an inventory of remedial services and instructional units designed for remedial education in Area V, (4)

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SP A
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TATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
		1. (cont.) develop a brochure describing such services, and (5) recommend specific remedial services which can be provided in a comparatively inexpensive and effective manner.

I. Work Experience

Education Code 6268.4 (i). "Encourage the greater use of cooperative or work experience education programs."

Goal:

Every individual o
older should have
pate in work expe
a vocational certi

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
1. Promotion.	1.	1.
Work experience education has been considered less prestigious than classroom education. Most jobs continue to be learned directly on-the-job, thus attesting to the efficacy of work experience education. Where competency in an occupation is the objective, work experience education is an important learning path to the attainment of that objective.	Students, employers, and educators must become aware of the advantages and disadvantages of work experience education programs. This includes a checklist of those schools, colleges, and employers offering work experience education programs, the particular occupational specializations, work experience regulations, and those state licensure and apprenticeship boards which do and do not recognize work experience education credits.	The A prima Depar Develo task f local sonnel follow and ci provid of pro ing wo make and (4 emplo ing wo
Work experience education enables students to explore a career choice by actual experience in a job setting, to develop or improve vocational skills by on-the-job application of skills and knowledge learned in class, and may provide needed income.		The C also a

Goal:

8.4 (i). "Encourage the greater use of
k experience education programs."

Every individual of junior high school age or older should have the opportunity to participate in work experience programs leading to a vocational certificate.

ATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
ducation has s presti- m education. to be learned , thus attest- f work ex- Where com- ation is the perience edu- ant learning ent of that ob-	1. Students, employers, and educators must become aware of the advantages and disadvantages of work experience education programs. This includes a checklist of those schools, colleges, and employers offering work experience education programs, the particular occupational specializations, work experience regulations, and those state licensure and apprenticeship boards which do and do not recognize work experience education credits.	1. The Area V Committee, with the primary assistance of the State Department of Human Resources Development, establishes a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) publication and circulation of brochure; (2) provide a sampling survey (audit) of promotional practices respecting work experience education; (3) make findings and recommendations; and (4) assist schools, colleges, and employers to participate in promoting work experience education. The California Guidance Center can also assume this responsibility.
education en- xplore a career perience in a elop or improve on-the-job ap- nd knowledge nd may provide		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC AC
1. (cont.) Unfortunately, records indicate that less than 6% of high school students are involved in these programs, partly due to the many barriers to employment of students and to the rigidity of class schedules which prevent students from acquiring employment when it is available. It follows that post-secondary students are not significantly different in their exposure to work experience education.		
2. Work experience credits. The lay public, educators in industry and schools and colleges, and students are generally uninformed as to procedures for monitoring and evaluating skills and knowledges gained through work experience education. This is most significant as regards state boards and commissions which issue occupational licenses and journeymanship certificates.	2. All work experience education programs must provide for evaluation of vocational skills and knowledges and other occupational characteristics attained by the individual trainee and must grant full credit for such experience toward a vocational certificate, where available. Each person should be given an employment skill evaluation at beginning, intermediate, and	2. The A prima Chanc munit joint and lo perso the fo a sam ent pr recon broch cedur

ATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
rds indicate high school d in these ue to the mployment of rigidity of ch prevent ring employ- llable. It condary stu- icantly dif- sure to work n.		
edits.	2.	2.
cators in indus- colleges, and lly uninformed r monitoring s and knowledges k experience ed- ost significant ards and com- ue occupational ymanship cer-	All work experience education programs must provide for evaluation of vocational skills and knowledges and other occupational characteristics attained by the individual trainee and must grant full credit for such experience toward a vocational certificate, where available. Each person should be given an employment skill evaluation at beginning, intermediate, and	The Area V Committee, with the primary assistance of the Chancellor of the California Community Colleges, establishes a joint task force consisting of State and local education agencies and personnel training directors, with the following objectives: (1) conduct a sampling survey (audit) of present practices; (2) make findings and recommendations; (3) publish a brochure containing plans, procedures, and results; (4) assist

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
	2. (cont.)	2. (con
	and final stages of the vocational program. Each person registered with the public employment agency should be informed in writing of how to obtain work experience education credits in the occupational specialization.	schools to parti experie This re assume Center.
3. Work experience education placements.	3.	3.
The lay public, educators in industry and schools and colleges, and students at all levels are relatively uninformed as to procedures for placement, compensation, labor regulation, and state school apportionment fund credits for work experience education.	A single designated agency should serve as both community coordinator and placement office in respect to work experience education placements. As community coordinator, this agency should establish liaison relationships with schools, colleges, and employer programs, whereby work experience education placements can be promoted and filled through the respective vocational program specialities.	The Ar mittee, of the S Resour a joint resenta educati labor c trainin objecti recomm for pla regulat tionmer perienc circula
Several problems particularly plague work experience education placements. First, many schools and colleges fail to provide a flexible class schedule for potential work experience stu-		

TUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	2. (cont.)	2. (cont.)
	and final stages of the vocational program. Each person registered with the public employment agency should be informed in writing of how to obtain work experience education credits in the occupational specialization.	schools, colleges, and employers to participate in evaluating work experience credits. This responsibility can also be assumed by a California Guidance Center.
ıcation	3.	3.
ators in and col- t all levels rmed as to ment, com- ulation, and nment fund erience ed-	A single designated agency should serve as both community coordinator and placement office in respect to work experience education placements. As community coordinator, this agency should establish liaison relationships with schools, colleges, and employer programs, whereby work experience education placements can be promoted and filled through the respective vocational program specialities.	The Area V Vocational Planning Committee, with the primary assistance of the State Department of Human Resources Development, assembles a joint task force consisting of representatives from State and local educational agencies, county central labor council representatives and training directors with the following objectives: (1) present findings and recommendations as to procedures for placement, compensation, labor regulations, and state school apportionment fund credits for work experience education, (2) publish and circulate brochures for both the
rticularly nce educa- rst, many fail to pro- schedule for rience stu-		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
3. (cont.)	3. (cont.)	3. (con
dents. Secondly, schools and labor organizations do not now have basic understandings as to the limits of unpaid and paid work experience education programs. Third, duplication among competing agencies for available placements.	Schools and colleges should maintain course and class schedules and attendance requirements that permit trainees to engage in work experience education. Opportunities for work experience should be regulated for safe working conditions, job security of present employees, and fair labor compensation.	general the ma demand assista schools to part educati
4. Training of teacher-coordinators.	4.	4.
There are few teacher-coordinators of work experience education in schools, colleges, and personnel departments. This is especially the case for universities. In-service and pre-service training opportunities are very limited.	Local educational agencies and employers should be informed as to the advantages and disadvantages of pre-service and in-service training of teacher-coordinators. This includes a checklist of schools, colleges, and employers offering such training.	The Ar mittee, of the S assemb ing of local e sonnel followi sampli practic recom ing pro utility, taining

US	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	3. (cont.)	3. (cont.)
ools and o not now dings as d and paid cation pro- cation ncies for .	Schools and colleges should maintain course and class schedules and attendance requirements that permit trainees to engage in work experience education. Opportunities for work experience should be regulated for safe working conditions, job security of present employees, and fair labor compensation.	general situation and for each of the major licensed and non-licensed demand occupations, (3) provide assistance and encouragement to schools, colleges and employers to participate in work experience education placements.
coordinators.	4.	4.
r-coordinators ducation in nd personnel s especially ties. In- ice training y limited.	Local educational agencies and employers should be informed as to the advantages and disadvantages of pre-service and in-service training of teacher-coordinators. This includes a checklist of schools, colleges, and employers offering such training.	The Area V Vocational Planning Committee, with the primary assistance of the State Department of Education, assembles a joint task force consisting of representatives from State and local education agencies and personnel training directors with the following objectives: (1) conduct a sampling survey (audit) of present practices, (2) present findings and recommendations as to model training programs and their potential utility, (3) publish brochure containing plans, procedures, results,

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
		4. (con and (4) encour leges a pate in coordi This is could b Guidan

US	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
		4. (cont.) and (4) provide assistance and encouragement to schools, colleges and employers to participate in the training of teacher-coordinators. This is a responsibility which could be assumed by the California Guidance Center.

J. Informing the Publics

Education Code 6268.4 (j). "Inform the public of the merits and strengths of vocational education to the end that vocational education will be moved toward a parity of esteem with all other curricular areas."

Goal:

The public shall be
and strengths of vo
need to participate
programs as empl
ucators.

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC AC
1. Coordination of public information activities.	1.	1.
To many students and parents, traditional vocational education is viewed as a form of education which trains for dirty, dead-end, low-paying jobs and which, in the process, prevents a person from acquiring broadly-based education, or a college education, or acquisition of professional standing. This traditional belief is contrary to fact; however, the public is relatively unaware of such.	An intentional and coordinated effort must be made to provide students, parents, teachers, counselors, educational administrators, employers, taxpayers, and Legislators with a realistic understanding of the purposes and results of contemporary vocational education so that each can make appropriate decisions regarding this field. In large part this effort should be coordinated at three levels--at the state level, at the Area V level, and at the local community level. The effort must allocate resources specifically for this purpose and should make use of professionals in the field of communications for the preparation and broad dis-	The A Commi sistan tenden Contra a joint repres local e public with th develo bi-cou activit formin cation Maste and (2) chure(plans.
Philosophically, many educators believe that a liberal education makes it possible to function successfully in most occupations and that vocational education is unnecessary. In today's complex, technological labor market, voca-		

4 (j). "Inform the public of the merits tional education to the end that voca- be moved toward a parity of esteem with reas."

Goal:

The public shall become aware of the merits and strengths of vocational education, and the need to participate in vocational education programs as employers, students, and educators.

US	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
information	1.	1.
parents, education f education , dead-end, which, in the person from ed education, n, or acqui- standing. f is contrary public is such.	An intentional and coordinated effort must be made to provide students, parents, teachers, counselors, educational administrators, employers, taxpayers, and Legislators with a realistic understanding of the purposes and results of contemporary vocational education so that each can make appropriate decisions regarding this field. In large part this effort should be coordinated at three levels--at the state level, at the Area V level, and at the local community level. The effort must allocate resources specifically for this purpose and should make use of professionals in the field of communications for the preparation and broad dis-	The Area V Vocational Planning Committee, with the primary assistance of the County Superintendent of Schools, (Alameda and Contra Costa Counties) assembles a joint task force consisting of representatives from state and local educational agencies, elected public officials and business leaders, with the following objectives: (1) develop a schedule of planned State, bi-county, and local informational activities, for the purpose of informing the publics regarding vocational education and Area V Master Plan task force activity; and (2) publish and circulate brochure(s) describing goals and plans.
y educators education function occupations ducation is y's complex, narket, voca-		

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SP A
1. (cont.) tional competencies and vocational specializations require new educational procedures and strategies not yet visible to the public. This is particularly important with the advent of millions of dollars of special State vocational funds, which permit students and workers to learn and enter the complete range of occupations. In respect to education for vocational competencies, minority communities, women, and handicapped, and low income persons are just as uninformed as are employers and public employment offices. And only a small fraction of the Area V population is aware of the Committee's Master Plan activities, which aim at resolving these major problems.	1. (cont.) semination of information through television, radio, and the news media. Producers of vocational education should assist in this effort and should be responsible for the dissemination of information through the schools, colleges, employers, and public employment offices. Special focus should be directed toward the Area V Master Plan task force (California Guidance Center) activities. A bi-county committee, composed of political, business, and educational leaders should be established to bring about public awareness of Area V task force activities.	

TATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
	1. (cont.)	
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AREA V VOCATIONAL PLANNING COMMITTEE

Representatives of the Governing Boards of Community College Districts:

Dr. C. Curtis Aller, Peralta Community College District
Mrs. Ann Duncan, South County Joint Community College District
Mr. Kenneth L. Foster, Fremont/Newark Community College District

Representative of the Department of Human Resources Development:

Mr. George T. Jarrett, H. R. D. Administrator, Human Resources Development, San Francisco

Public Members Who, Through Knowledge and Experience, are Representative of the Industries in the Area:

Mr. Philip Brubaker, Training Director, Standard Oil Co., Richmond
Mrs. Pat Cochrane, Pacific Telephone Company, Walnut Creek
Mr. Gene Johnson, Director, Project Upgrade, Oakland
Dr. W. G. Hawkins, Dental Consultant, State of California Department of Health Care Services, Oakland

Public Members Who are Knowledgeable About the Disadvantaged:

Mr. Frank Dodson, Electrical Engineer, Naval Air Station, Alameda
Mrs. Lupana Villarreal Flores, Job Developer, Concentrated Employment Office, Richmond

Representatives of Private Post-Secondary Educational Institutions:

Mr. William Z. Barnes, Owner/Operator, Dickinson-Warren School of Business, Berkeley
Mr. Morteza Fadavi, Director, Market Trade School, Oakland
Mr. Richard C. Ivey, Educator, Armstrong College, Berkeley

Representative from a County Office of Education:

Dr. Harley Sorensen, Coordinator of Special Curriculum Services, Alameda County Schools Department, Hayward

Representatives of School Districts Maintaining High Schools Within the Area:

Mrs. Edith Draemel, Board Member, Mt. Diablo Unified School District
Mr. Barney E. Hilburn, Board Member, Oakland Unified School District
Mr. J. Cecil Smith, Board Member, San Leandro Unified School District

Former Area V Vocational Planning Committee Members:

Mr. Jack K. Chapman
Mr. E. J. (Jay) Chinn
Mr. Ray Dones
Mr. Charles K. Hum
Mr. Donald Oliphant
Mr. Mark Sanders
Mrs. Arabella Springer
Mr. John Torres
Dr. Lee R. Winters
Miss Phyllis Woodward

Staff, Vocational Planning Area V:

Executive Director - William F. Banaghan, Ph. D.
Secretary - Ellice Darrow

Appendix B

~~PAGES~~ _____ OF THIS DOCUMENT ~~WERE~~ WAS REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.

(Education Code
State of California
Article 10.4 Vocational Areas)

ACKNOWLEDGEMENT

Unfortunately, it has become impossible to give due recognition to the many individuals, organizations and agencies which have helped the Area V Vocational Planning Committee in the development of this document. However, the Committee readily acknowledges that its effectiveness is due in large part to the cooperation and input of the many people involved.

VOCATIONAL PLANNING AREA V

EVALUATION AND PARTICIPATION FORM

VOCATIONAL PLANNING AREA V

EVALUATION AND PARTICIPATION FORM

The primary theme of the master plan is recommendation of bi-county (Alameda; Contra Costa) action, involving state, county, and local vocational interest groups. All recommendations are organized in terms of areawide task forces which emphasize specific responsibilities and use of community resource persons. Widespread participation is vital and encouraged.

A decision checklist has been conveniently arranged in order to register your evaluation and to solicit your participation in task forces which aim at resolving the problems described by the Area V Vocational Planning Committee after its two-year period of study.

On the left, this form lists the topics considered in the Area V Plan for the Improvement of Vocational Education. (Page numbers are also provided.)

Space is also provided for identifying a person(s) who would serve on the recommended task force.

You are asked to respond regarding task force participation and acceptance and feasibility of implementing the recommendations. Early completion of this evaluation will be appreciated.

Topic and Page No.	Acceptability and Feasibility of Implementing Recommendations	Representative You Designate for Task Force Participation (name, office, address, phone)
A.1 Financing Vocational Opportunities Page 2		
A.2 Funding Procedures Page 4		
A.3 Organization of Labor Market Information Page 4		

Topic and Page No.		Acceptability and Feasibility of Implementing Recommendations	R fo (E
A.4	Vocational Discrimination Practices - Page 7	----------	
B.1	Vocational Competency (California Guidance Center - Page 8	----------	
B.2	Occupational Analyses for Teaching - Page 8	----------	
B.4	Vocational Certificates - Page 10	----------	
B.6	Financial Incentives for Quality - Page 12	----------	
C.1	Comprehensive Monitoring System Page 13	----------	
D.1	Curriculum (Pre-Vocational)-Page 15	----------	
E.1	Vocational Competency - Self Guidance - Page 17	----------	

ticipation Form

	Acceptability and Feasibility of Implementing Recommendations	Representative You Designate for Task Force Participation (name, office, address, phone)
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ompe- rnia ter -		
age 8		
er- Page 10		
entives - Page 12		
ve ystem		
(Pre- Page 15		
om- lf Page 17		

Topic and Page No.		Acceptability and Feasibility of Implementing Recommendations	Re fo (n
E.2	Vocational Counselors - Page 18	----------	
F.1	College Credits for College Work Page 20	----------	
G.1	Vocational Competency Evaluation Page 21	----------	
H.1	Evaluation (and Remediation) Page 22	----------	
I.1	Promotion (Work Experience Education) - Page 24	----------	
I.2	Work Experience Credits - Page 25	----------	
I.3	Work Experience Education Placements - Page 26	----------	

icipation Form

	Acceptability and Feasibility of Implementing Recommendations	Representative You Designate for Task Force Participation (name, office, address, phone)
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mpe- ion		
nd		
ork du- e 24		
nce ge 25		
nce ce- ge 26		

Topic and Page No.		Acceptability and Feasibility of Implementing Recommendations	Re fo (n
I.4	Training of Teacher-Coordinators (Work Experience Education) - Page 27	----------	
J.1	Coordination of Public Information Activities - Page 29	----------	

Name_____ Agency_____

rticipation Form

	Acceptability and Feasibility of Implementing Recommendations	Representative You Designate for Task Force Participation (name, office, address, phone)
Teacher- (Work Educa- e 27		
of mation Page 29		

Agency